

## Year 4 Summer 2:

How does climate change affect our local area, and what can we do about it?

**What we're reading:** The Boy who Harnessed the Wind, by William Kamkwamba and Bryan Mealer.

*When a terrible drought struck William Kamkwamba's tiny village in Malawi, his family lost all of the season's crops, leaving them with nothing to eat and nothing to sell. William began to explore science books in his village library, looking for a solution. There, he came up with the idea that would change his family's life forever: he could build a windmill. Made out of scrap metal and old bicycle parts, William's windmill brought electricity to his home and helped his family pump the water they needed to farm the land.*

Retold for a younger audience, this exciting memoir shows how, even in a desperate situation, one boy's brilliant idea can light up the world. Complete with photographs, illustrations, and an epilogue that will bring readers up to date on William's story, this is the perfect edition to read and share with the whole family.

**What we're writing:**

A narrative.  
A podcast on climate change!

## Humanities: History, Geography, Art, Modern Foreign Languages, RE, Music, RSHE

**As Historians,** we will examine trends in climate data and explore the development of Norwich over time. We will look to present and communicate our findings through drawings, pictures, drama, models, discussions and debates.

**As Geographers,** we will explore the link between climate and weather, and look at different climate zones and biomes. We will use fieldwork to observe, measure and record human and physical environmental features in the local area. We will also recap our work on grid references to locate areas of local habitat.

**As Artists,** we will be experimenting to create texture with washes and thick and thin paint.

**In PSHE,** our focus will be on water safety and changes during puberty. We will establish clear classroom rules to ensure that pupils feel comfortable talking about these themes.

**As Linguists,** we will continue to use Language Angels and learn through games and songs, as well as focussing on linguistic structures.

**As Musicians,** we will be taking part in lots of group singing to ready ourselves for Star Warts the musical. This will involve 2 part singing and the combination of dialogue with singing. This requires lots of focus on timing.

Humanities Vocabulary	Definition
Climate	The general weather over a long period. This can include rainfall, temperature, snow or any other weather condition.
Biome	A large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra.
Global warming	A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
Environment	The surroundings or conditions in which a person, animal, or plant lives or operates.
Sustainability	The ability to maintain or support a process over time.
Pollution	The action of making an environment unsuitable or unsafe for use by introducing man-made waste.
Landfill	The disposal of waste material by burying it, especially as a method of filling in and reclaiming excavated pits.

### RE Enquiry: What does sacrifice mean?

We will be exploring beliefs around sacrifice, and how this impacts how we see the world. We will explore other reasons for more than one point of view on the importance of sacrifice.

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**As Mathematicians**, we will be looking at Time by exploring the links between seconds, minutes, hours, days, weeks, months and years.

We will also focus on two areas of geometry: shape and position & direction, to gain a better understanding of directions, angles and symmetry.

We will end the term learning about statistics, where we will interpret and draw different charts and line graphs.

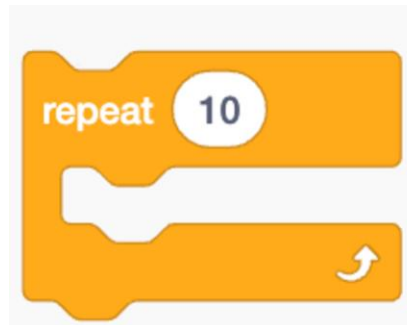
**As Computer Scientists**, we will be looking at the concept of repetition in programming using Scratch as a platform for this.

## Science, Technology, Engineering and Mathematics (STEM): Computing, Design Technology, Maths, PE, Science

**As Scientists**, we will be classifying animals by looking at life processes (MRS GREN) and branching keys. We will collect and record data, and draw conclusions after identifying changes, patterns, similarities and differences.

We will also suggest and follow our own criteria for grouping, sorting and classifying, using simple keys.

**As Sportspeople**, we will develop and apply reaction and response skills and floor work balances through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges



STEM Vocabulary	Definition
Numbers	Numbers are made up of digits and have a 'value'
Digits	Digits are the symbols by which a number is represented
Fieldwork	Practical work conducted by a researcher in the natural environment, rather than in a laboratory or office.
Respiration	The act of breathing: the movement of oxygen from the outside environment to the cells within tissues, and the removal of carbon dioxide in the opposite direction to the surrounding environment.
Nutrition	The process of providing or obtaining the food necessary for health and growth.
Organisms	An individual animal, plant, or single-celled life form.
Characteristics	The typical of a particular person, place, or thing.
Excretion	The process of eliminating or expelling waste matter in living organisms and cells.

### **Optional Activities:**

Whilst we don't set any formal homework at Avenue Junior School, we are passionate about reading and therefore ask that your child reads for at least 10 minutes a day. The benefits of this are wide ranging and can be felt across the curriculum. The children can take their library books home with them to read, but they must bring them in to school each day!

It can sometimes be nice to do some additional activities at home linked to our work in school and so below, we've given a few suggestions of activities you might like to try:

- Design and build your own mini 'wind machine' from different materials, such as wood, sticks, leaves, reeds, straw etc!
- Volunteer with your local community to help tidy-up / pick litter to ensure that local wildlife is less-affected by rubbish!
- Plant bee-friendly plants in your garden and watch it come to life
- Build a bug hotel to encourage all sorts of insects to visit your garden. There are lots of different videos on YouTube to help you get started!
- Go to your local park and see what wildlife you can see. Take notes and compare with a friend.

### **Class Dojo:**

We love to see the work children and families have been doing at home.

Please do upload pictures via Class Dojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise, if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!



**ClassDojo**